

Leadership and Vision Framework Element		Classroom/ School Observations	Teacher FG	Student FG	Parent/Family FG	Admin Interview	Teacher Survey	Student Survey	Parent/Family Survey	Document Review	Background Info	Notes on Evidence and Themes (highlight evidence sources used in ratings)	Rating (0-7) (blue elements only)	Main Element
A	Builds Cognitive Capital (Garmston, Costa and Zimmerman, 2014) Leadership demonstrates 1. Knowledge of pedagogy and academic performance 2. Skills of organizational management.		1	2	2	1	1	1	1		1	New administration is actively working to build systematic approaches in leadership.	2	1
B	Continuous Improvement: Leadership creates a system of continuous improvement that optimizes learning and ensures organizational effectiveness		1		2	1	1			1	1	District priorities need to be determined as a result of this process.	1	1
C	Communication: Effective processes are established for exchange of information, leading to stakeholder input and influence regarding the mission and vision.		2	2	2	1	1		1	1	1	A consistent communication plan was not evident. There appeared to be a disconnect from administration and the school community (staff, students, families).	2	1
D	Vision: The district has a well-articulated vision and mission that is evidenced by decision-making, policy development, instructional practices, strategic planning and the allocation of the budget.	2	2		1	1	2			2	1	New leadership is taking the initiative to align their mission statement with their day to day practices.	3	1
E	Board and Leadership										1	The board makes decisions consistently with the best of intentions for the school and community. They demonstrate this commitment by beginning the S-CAP process.	5	1

Learning Climate and Learning Dispositions Framework Element		Classroom/ School Observations	Teacher FG	Student FG	Parent/Family FG	Admin Interview	Teacher Survey	Student Survey	Parent/Family Survey	Document Review	Background Info	Notes on Evidence and Themes (highlight evidence sources used in ratings)	Rating (0-7) (blue elements only)	Main Element
A	Learning Climate is welcoming and positive	1	2	2	3	1	1	1	1			At the elementary level there was an overall positive vibe. Students felt greatly supported and they have an adult somewhere in the building that they can talk to. At the secondary level the vibe seems to change and even possibly decreases. Consistency is not present. Some students feel supported, where others do not.	4	1
B	Learning Climate is safe and accepting/inclusive	1		2	2	1	2	2	2	1	1	Practices and expectations are understood but are inconsistently applied. Elementary and JH said they feel safe. They know where to go but drills are minimal to ensure success. They would like to see more planning to aid the subs, parents and others if an emergency situation were to occur. Would like to know if a postivie behavior support system is in place.	4	1
C	Learning Climate is empowering	1		2	2	1	1	1	2	1	1	School Pride is evident in the commons area when you enter but is not evident as you walk through the building. At the secondary level, students, staff and families don't feel like their voice is being heard or they have very little impact. The majority of students feel like they have an adult they can talk to but some do not.	2	1
D	Learning Dispositions: Mindset/Resilience. Students demonstrate a growth mindset and resilience.	2	2					1	2			Challenges were not observed. Students were compliant but not striving for excellence.	2	1
E	Learning Dispositions: Engagement. Students exhibit a high degree of attention, curiosity, interest, optimism, and passion while they are learning. Participation is active and thoughtful prior to and during instruction.	1						1				Elementary students were active and curious. Secondary engagement was on and off. They seem to be compliant but not necessarily active or passionate.	4	1
F	Learning Dispositions: Engagement. Students evaluate their current performance in relation to expectations for mastery (e. g., using rubrics, scoring guides, lesson objectives, examples, and exemplars to analyze and improve their work).	2						1				This doesn't seem to be a priority.	1	1